

CORINTH ELEMENTARY

128 Corinth Road
Gaffney, South Carolina 29340

GRADES K-5 Elementary School

ENROLLMENT 378 Students

PRINCIPAL Brenda Sharts 864-489-2163

SUPERINTENDENT Dr. William B. James 864-902-3500

BOARD CHAIR Ms. Ola H. Copeland 864-489-9528

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
14	65	8	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Average	N/A
2003	Good	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes

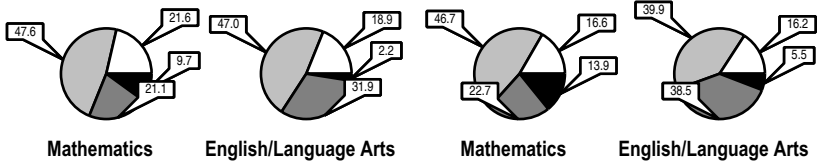
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

67.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	193	99.0	18.9	47.0	31.9	2.2	50.3	Yes	Yes
Gender									
Male	95	100.0	23.1	57.1	19.8	0.0	37.4		
Female	98	98.0	14.9	37.2	43.6	4.3	62.8		
Racial/Ethnic Group									
White	172	100.0	19.9	45.2	32.5	2.4	50.6	Yes	Yes
African-American	19	89.5	11.8	64.7	23.5	0.0	41.2	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	165	98.8	13.8	48.4	35.2	2.5	56.0		
Disabled	28	100.0	50.0	38.5	11.5	0.0	15.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	193	99.0	18.9	47.0	31.9	2.2	50.3		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	192	99.0	19.0	46.7	32.1	2.2	50.0		
Socio-Economic Status									
Subsidized meals	88	97.7	25.6	46.3	25.6	2.4	40.2	Yes	Yes
Full-pay meals	105	100.0	13.6	47.6	36.9	1.9	58.3		

Mathematics - State Performance Objective = 15.5%									
All Students	193	99.0	21.6	47.6	21.1	9.7	49.7	Yes	Yes
Gender									
Male	95	100.0	23.1	50.5	17.6	8.8	46.2		
Female	98	98.0	20.2	44.7	24.5	10.6	53.2		
Racial/Ethnic Group									
White	172	100.0	20.5	47.6	21.7	10.2	51.8	Yes	Yes
African-American	19	89.5	35.3	52.9	11.8	0.0	23.5	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	165	98.8	15.7	49.1	24.5	10.7	56.0		
Disabled	28	100.0	57.7	38.5	0.0	3.8	11.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	193	99.0	21.6	47.6	21.1	9.7	49.7		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	192	99.0	21.7	47.8	20.7	9.8	49.5		
Socio-Economic Status									
Subsidized meals	88	97.7	31.7	45.1	15.9	7.3	34.1	Yes	Yes
Full-pay meals	105	100.0	13.6	49.5	25.2	11.7	62.1		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	65	100.0	15.9	38.1	42.9	3.2	46.0
	Grade 4	61	100.0	23.7	44.1	27.1	5.1	32.2
	Grade 5	73	100.0	21.1	49.3	28.2	1.4	29.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	62	98.4	16.4	32.8	42.6	8.2	50.8
	Grade 4	65	98.5	25.0	53.1	21.9	N/A	21.9
	Grade 5	66	100.0	17.2	53.1	29.7	N/A	29.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	65	100.0	9.5	52.4	30.2	7.9	38.1
	Grade 4	61	100.0	20.3	52.5	11.9	15.3	27.1
	Grade 5	73	100.0	19.7	38.0	29.6	12.7	42.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	62	98.4	18.0	45.9	31.1	4.9	36.1
	Grade 4	65	98.5	28.1	42.2	18.8	10.9	29.7
	Grade 5	66	100.0	20.3	51.6	15.6	12.5	28.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 378)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	1.0%	N/A	2.5%	2.7%
Attendance rate	95.9%	Down from 96.2%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.6%		3.4%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.1%		2.6%	3.5%
Eligible for gifted and talented	17.3%	Down from 22.5%	20.0%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.9%	Down from 8.1%	8.0%	8.2%
Older than usual for grade	0.3%	No change	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 21)				
Teachers with advanced degrees	52.4%	Down from 63.6%	54.1%	51.4%
Continuing contract teachers	85.7%	Up from 77.3%	90.5%	87.5%
Highly qualified teachers**	86.7%	N/A	95.7%	95.0%
Teachers with emergency or provisional certificates	5.3%		0.0%	0.0%
Teachers returning from previous year	80.8%	Down from 83.6%	89.4%	86.7%
Teacher attendance rate	90.8%	Up from 90.6%	95.1%	94.9%
Average teacher salary	\$39,488	Down 5.7%	\$41,288	\$40,760
Prof. development days/teacher	16.5 days	Up from 14.0 days	11.6 days	12.4 days

School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Down from 21.2 to 1	20.1 to 1	18.9 to 1
Prime instructional time	83.4%	Down from 84.3%	90.4%	90.0%
Dollars spent per pupil*	\$5,033	Down 2.8%	\$5,706	\$6,044
Percent of expenditures for teacher salaries*	68.6%	Up from 66.9%	65.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.6%	Up from 96.1%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	100.0%	92.0%
Highly qualified teachers in high poverty schools**	93.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-2004 school year was filled with many successes. Corinth Elementary was named the 2004 International Reading Association Exemplary Reading School for the state of South Carolina! Only one school out of the state earns this honor each year. Our school also earned the 2004 Recycling School of the Year Award for Cherokee County and the 2004 Relay for Life School of the Year for raising over \$4000 for The American Cancer Society. Our focus for the year was to improve student learning by: 1) implementing an exemplary reading and writing program, 2) offering daily enrichment to all students in language arts, 3) providing all students with daily balanced math instruction that includes problem-solving, 4) providing an after-school program for students needing extra assistance in reading in grades one and two and for students scoring below standard on the PACT test, and 5) expanding our partnerships with various stakeholders, businesses, and community members.

Reflective of our school-wide theme ("We Are Wild About Learning"), our goals were accomplished with much enthusiasm. As a part of our character education program, students participated in various service projects such as the March of Dimes' Walk America, the American Cancer Society's Relay for Life, and The American Red Cross' "Ready, Set, and Roll" fundraiser. Our students performed in musicals and displayed their artwork for the school and community. Existing school programs such as Lunch Buddies, School Safety Patrol, Peer Pals, and Family Ties Writing Groups were continued. New programs implemented included: 1) The "Adopt-A-Cougar" Reading Buddy Program, 2) K-2 direct instruction reading groups during enrichment, and 3) an after-school reading club for first and second grade students.

Teacher and staff accomplishments included participation in numerous courses and staff development activities. Mrs. Libby Mathis was named Corinth's "Teacher of the Year," while Mrs. Becky Vinesett was our "Distinguished Teacher of Reading." During the month of May, Mrs. Michelle Moss and Mrs. Jean Harvey presented a session for educators from around the country at the 49th annual International Reading Association Conference in Reno, Nevada.

Our parents and PTO worked diligently throughout the year and accomplished many goals including: new playground equipment, incentives for the school-wide positive discipline program ("Paws-itively Exemplary Behavior"), books for classrooms, and monetary support of our school's curricular programs. Parents participated in numerous workshops and family curriculum nights. It has been a pleasure to serve as the principal at Corinth Elementary from 2000-2004. Our school is looking forward to many more successes over the 2004-2005 school year!

Angela L. Hinton, Principal
Carol Worley, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	24	54	50
Percent satisfied with learning environment	100.0%	83.3%	86.0%
Percent satisfied with social and physical environment	100.0%	83.3%	91.8%
Percent satisfied with home-school relations	100.0%	92.6%	76.0%

*Only students at the highest elementary school grade level at this school and their parents were included.